Kwiyagatu Community Academy Rubric for Evaluating Teachers

Process and timeline:
Each teacher will complete self-evaluation by September 30th and return to Head of School.
Head of School will set review of self-evaluation within 30 days.
Schedule pre-observation, observation and feedback conference once per semester.
Complete formal evaluation prior to May 1st which will include student academic and other measures

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and the school's organized plan of instruction.				
THE TEACHER plans lessons that reflect: 1 ***Colorado Academic Standards.*** 2 ***Relevant instructional objectives.*** 3 ***Formative and summative assessment results.***	. . . and **THE TEACHER** implements lessons that: 4 ***Align to the school's plan of instruction.*** 5 ***Reflect vertical and horizontal alignment of the grade or subject area.***	. . . and **THE TEACHER:** 6 ***Implements and communicates learning objectives and student outcomes based on standards.***	. . . and **STUDENTS:** 7 ***Demonstrate acquired skills based on standards.***	. . . and **STUDENTS:** 8 ***Can provide a culturally relevant connections to the standard in their words.***
ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				
THE TEACHER: 1 ***Connects lessons to key concepts and themes within other disciplines and/or content areas.*** 2 ***Makes content-specific academic language accessible to students.***	. . . and **THE TEACHER** implements instructional strategies across content areas that include: 3 ***Literacy.*** 4 ***Mathematical practices.*** 5 ***Language development.***	. . . and **THE TEACHER:** 6 ***Makes interdisciplinary connections explicit to students.*** 7 ***Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.***	. . . and **STUDENTS:** 9 ***Apply literacy skills and concepts.*** 10 ***Apply mathematical practices.***	. . . and **STUDENTS:** accelerate their learning by: 11 ***Elaborating on current lesson within content area.*** 12 ***Drawing real-world connections to other content area(s).***

		8 ***Strategically integrates mathematical practices across contentareas.***		
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Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.				
THE TEACHER: *1* ***Scaffolds questions, concepts, and skills based on a sequence of learning.*** *2* ***Uses instructional materials that are accurate and appropriate for the lesson being taught.*** *3* ***Encourages and provides opportunities for students to make connections to prior learning.***	. . . and **THE TEACHER** implements: *4* ***Content-based instructional strategies that bestalign to the learning objective.*** *5* ***Multiple models and delivery methods to explain concepts accurately.*** *6* ***Questioning techniques to support disciplinary inquiry.***	. . . and **THE TEACHER:** *7* ***Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.*** *8* ***Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.***	. . . and **STUDENTS:** *9* ***Develop a variety of explanations and multiple representations of concepts.*** *10* ***Apply skills and knowledge learned in the classroom to engage in more complex tasks.***	. . . and **STUDENTS:** *11* ***Generate questions that lead to further inquiry and self-directed learning.*** *12* ***Synthesize concepts to create original thinking within and across disciplines.***
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QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER maintains: 1 ***Safety and welfare of students and the environment.*** 2 ***Clear expectations for student behavior.*** 3 ***Procedures and routines to guide instruction and transitions.***	. . . and **THE TEACHER:** 4 ***Facilitates student accountability to school and class procedures and routines.*** 5 ***Consistently reinforces student expectations.*** 6 ***Demonstrates a caring and respectful relationship with students.***	. . . and **THE TEACHER** makes maximum use of instructional time by: 7 ***Implementing purposeful pacing and efficient transitions.*** 8 ***Using appropriate strategies to reduce disruptive or off-task behaviors.***	. . . and **STUDENTS:** 9 ***Demonstrate mutual respect and support with the teacher and peers.*** 10 ***Uphold school and class rules.***	. . . and **STUDENTS:** 11 ***Encourage positive behavior from peers.***
ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.				
THE TEACHER: 1 ***Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives.***	. . . and **THE TEACHER:** creates a classroom environment in which diversity is used to ensure: 2 ***A sense of community among students.*** 3 ***Effective interactions among students.*** 4 ***Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view.***	. . . and **THE TEACHER:** 5 ***Delivers lessons to ensure students' backgrounds and contextual knowledge are considered.*** 6 ***Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures.***	. . . and **STUDENTS:** 7 ***Respect the uniqueness of fellow students.*** 8 ***Seek a variety of perspectives to enhance their learning.***	. . . and **STUDENTS:** 9 ***Advocate for multiple aspects of diversity, equity and social awareness.***

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QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				
THE TEACHER: 1 Plans for students that have a variety of learning needs and interests. 2 ***Adapts the physical environment to support individual student needs.***	. . . and **THE TEACHER:** 3 ***Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests.*** 4 ***Implements learning plan(s) to address student needs.*** 5 ***Encourages contributions of students across a range of ability levels.***	. . . and **THE TEACHER:** 6 Initiates collaboration with colleagues to better understand and respond to student learning needs. 7 ***Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals.*** 8 ***Integrates coping skills such as self-reflection, self-regulation and persistence into instruction.***	. . . and **STUDENTS:** 9 ***Actively engage in and monitor their learning.*** 10 ***Articulate their learning needs and interests that affect classroom performance to the teacher and/or parent.***	. . . and **STUDENTS:** 11 ***Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations.*** 12 ***Encourage fellow students to participate and challenge themselves.***
ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.				
THE TEACHER: establishes: 1 ***A classroom environment that encourages participation from families and/or significant adults.*** 2 ***Respectful relationships with families and/or significant adults.***	. . . and **THE TEACHER:** 3 Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. 4 Shares feedback on student progress with families and/or significant adults.	. . . and **THE TEACHER:** 5 Facilitates communication between families and/or colleagues who provide student services. 6 Recognizes obstacles to family and community participation and seeks solutions to overcome them.	. . . and **FAMILIES AND/OR SIGNIFICANT ADULTS:** 7 Collaborate with the teacher to remove obstacles to participate in classroom and/or school-based activities.	. . . and **FAMILIES AND/OR SIGNIFICANT ADULTS:** 8 ***Participate in classroom and/or school-based activities.***

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QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.				
THE TEACHER: *1* Considers the intellectual, physical, social, and emotional development of students when planning lessons.	. . . and **THE TEACHER:** *2* Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.	. . . and **THE TEACHER:** engages students in: ***3 Developmentally-appropriate learning.*** ***4 Creative learning experiences.***	. . . and **STUDENTS:** ***5 Advocate for their learning needs.*** ***6 Communicate the value of new and different ways of learning.***	. . . and **STUDENTS:** *7* ***Apply new and different ways of learning.***
ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.				
THE TEACHER: *1* Determines the students' current skill levels and uses that information to plan instruction. ***2 Selects assessment strategies aligned to the learning objective.*** ***3 Monitors student learning in relation to the learning objective.***	. . . and **THE TEACHER:** ***4 Uses assessment results to guide real-time adjustments to instruction.*** *5* Evaluates and documents student performance based on multiple measures to set learning goals. ***6 Provides timely feedback to students that is academically focused, frequent, and high quality.***	. . . and **THE TEACHER:** ***7 Models how to incorporate feedback to improve learning.*** ***8 Provides students opportunities to revise their work based on feedback.***	. . . and **STUDENTS:** *9* ***Self-assess on a variety of skills and concepts to set learning goals.***	. . . and **STUDENTS:** ***10 Discuss performance with the teacher, family and/or significant adults.*** ***11 Monitor and revise their learning goals based on feedback.***

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QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.				
THE TEACHER: *1* Plans lessons incorporating available technology. *2* Assesses available technology to use with instruction.	. . . and **THE TEACHER:** uses available technology to: ***3 Facilitate classroom instruction.*** ***4 Develop students' knowledge and skills based on lesson outcomes.*** ***5 Models responsible and ethical use of technology and applications.***	. . . and **THE TEACHER** integrates available technology to enhance: ***6 Creativity.*** ***7 Use of information.*** ***8 Collaboration.***	. . . and **STUDENTS:** ***9 Demonstrate responsible and ethical digital citizenship.*** ***10 Use available technology to apply team-building skills.***	. . . and **STUDENTS:** ***11 Self-select appropriate technology tools based on lesson outcomes.*** ***12 Create artifacts and design tools to solve authentic problems.***
ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.				
THE TEACHER: ***1 Establishes expectations at a level that challenges students.*** *2* Plans lessons that incorporate critical-thinking and problem-solving skills.	. . . and **THE TEACHER:** ***3 Uses questioning strategies to develop students' critical-thinking and problem-solving skills.*** ***4 Uses wait time to encourage student responses.***	. . . and **THE TEACHER:** *5* ***Models critical-thinking and problem-solving skills.***	. . . and **STUDENTS:** ***6 Use questioning strategies to develop and test innovative ideas.*** ***7 Use evidence to justify conclusions and synthesize knowledge.***	. . . and **STUDENTS:** ***8 Construct logical arguments.*** ***9 Use concepts to solve problems.***
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QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.				
THE TEACHER: 1 ***Has a clear purpose for student collaboration.***	. . . and **THE TEACHER:** 2 ***Provides opportunities for students to participate using various roles and modes of communication.*** 3 ***Adjusts team composition based on learning objectives and student needs.***	. . . and **THE TEACHER:** 4 ***Holds students accountable for work product and collaboration processes.*** 5 ***Promotes teamwork and leadership skills.***	. . . and **STUDENTS:** 6 ***Demonstrate a willingness to assume leadership roles in their teams.*** 7 ***Utilize group processes to build trust and promote effective team interactions.***	. . . and **STUDENTS:** 8 ***Use group feedback to reflect on and improve the quality of their work.***
ELEMENT F: Teachers model and promote effective communication.				
THE TEACHER: 1 ***Establishes classroom practices to support effective communication.*** 2 ***Provides clear directions to guide student learning and behavior.***	. . . and **THE TEACHER:** 3 ***Articulates thoughts and ideas clearly and effectively.*** 4 ***Uses active listening strategies with students.***	. . . and **THE TEACHER:** 5 ***Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.***	. . . and **STUDENTS:** 6 ***Apply clear and appropriate communication skills in a variety of situations.*** 7 ***Formulate questions and explain their thinking.***	. . . and **STUDENTS:** 8 ***Extend and enrich the discussion.*** 9 ***Invite others to participate.***

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QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate high standards for professional conduct.				
THE TEACHER: maintains confidentiality of: *1* Student records and data as required by law. *2* Student, family and fellow teacher interactions with colleagues. *3* Demonstrates reliable and responsible behavior.	. . . and **THE TEACHER:** engages in interactions that are: ***4 Respectful.*** ***5 Consistent.*** ***6 Reasonable.*** ***7 Models ethical behavior.***	. . . and **THE TEACHER:** *8* ***Promotes ethical behavior of students as individuals and as members of a community.***	. . . and **THE TEACHER:** *9* Encourages colleagues' accountability to school and district vision and mission.	. . . and **THE TEACHER:** *10* Serves as an advocate for school and district vision and mission.
ELEMENT B: Teachers link professional growth to their professional goals.				
THE TEACHER: reflects on and engages in professional learning activities aligned to: *1* Colorado Academic Standards. ***2*** School and district goals. *3* Professional goals and growth plan.	. . . and **THE TEACHER:** ***4 Applies knowledge and skills learned through professional learning to improve student outcomes.*** ***5 Seeks performance feedback from supervisor and/or colleagues to improve practice.***	. . . and **THE TEACHER:** ***6 Implements performance feedback from supervisor and/or colleagues to improve practice.*** *7* Applies research as a key component of ongoing learning and development.	. . . and **THE TEACHER:** *8* Uses data to monitor and evaluate instructional strategies acquired through professional learning. ***9 Reflects on and adjusts instruction resulting in student growth.***	. . . and **THE TEACHER:** *10* Self-selects professional learning beyond district/school offerings that builds instructional expertise.
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QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT C: Teachers respond to a complex, dynamic environment.				
THE TEACHER: *1* Maintains a productive and respectful relationship with colleagues.	. . . and **THE TEACHER:** adapts to the changing demands of the: *2* Classroom environment. *3* School environment.	. . . and **THE TEACHER** collaborates with colleagues to: *4* Navigate change while maintaining a focus on student learning. *5* Implement change efforts.	. . . and **THE TEACHER:** *6* Contributes to school improvement planning efforts.	. . . and **THE TEACHER:** *7* Contributes to district improvement planning efforts.
ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.				
THE TEACHER: *1* Contributes to school committees and teams.	. . . and **THE TEACHER:** *2* Actively participates in school decision-making processes. *3* Acts as an informal mentor/resource to colleagues.	. . . and **THE TEACHER:** *4* Increases the capacity of colleagues to improve practice. *5* Seeks opportunities to lead. *6* Promotes an inclusive school culture through family or community outreach.	. . . and **THE TEACHER:** *7* Advocates for improvements to teaching and learning at the local, state, and/or national level. *8* Works with colleagues to promote changes to school-wide systems to improve student learning.	. . . and **THE TEACHER:** *9* Leads activities designed to improve local, state and/or national level policies and procedures. *10* Collaborates with community partners, organizations, and/or networks to address educational issues.

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